

Paul Gragl: Menschenrechte und Krieg: Rechtsphilosophische Betrachtungen mit Kant

Human rights and their protection are worthy of our continuous attention, yet even more so during armed conflicts when their protection as well as their enforcement are massively reduced. In this contribution, I will, nevertheless, not depict the positive-legal shape of human rights protection in times of war, but discuss their legal-philosophical foundations. To this end, I chose Immanuel Kant, as he not only developed a ground-breaking philosophy of peace, but because he, therein and of course in his moral philosophy, always put humans as rational beings, endowed with dignity and autonomy, centre-stage. It is therefore my intention to demonstrate that these thoughts constitute a solid basis for a philosophy of human rights during times of war.

Stephan Kirste: Die Verrechtlichung der Welt bei Kant. Politischer Raum und politische Zeit nach der Idee des Ewigen Friedens

Kant shows that law founded on reasonable principles transforms natural space and natural time into political spaces and times. Coincidences of place and of the first seizure of things and countries are transformed into reasonable states by their reference to the legal idea of a cosmopolitan republic. The legal idea not only denaturalizes relations of violence but transforms them into reasonable legal relations. The legitimation of order by its natural origin is replaced by the ultimate goal of a cosmopolitan republic based on the rule of law. Nature and provisional relations may contribute to this; however, they are justified only through this ultimate goal. This teleological orientation of sovereignty and law also characterizes the development of the European Union as a democratic community of law. It could also be the „touchstone“ of the international legal measurement of the world.

Michael Krennerich: Der UN-Sicherheitsrat und die Menschenrechte

The Security Council is strictly speaking not a human rights institution. Nevertheless, it can deal with human rights from a security perspective. The Security Council, which is the only UN institution to impose legally binding sanctions, was prepared to do so from the 1990s onwards, at least to a certain extent. However, due to great power rivalries, the situation has become considerably more complicated.

Hans-Joachim Heintze: Menschenrechte und der humanitäre Zugang zu Konfliktgebieten. Das Beispiel Syrien

Human rights are particularly threatened in armed conflicts, as the example of Syria shows. In the civil war that has now been going on for twelve years, the international community has not found a way to enforce these rights, although the legal means are available. Instead, since 2013, the Security Council has increasingly turned its attention to problems of international humanitarian law and has achieved success. These include the ban on chemical weapons and the agreement on humanitarian access to Syria, which is vital for more than 14 million people.

Friedrich Lohmann: Menschenrechte und gesellschaftlicher Frieden

The fulfilment of human rights claims is often seen as an important part of peacebuilding, e.g. in the concept of just peace that has gained a lot of momentum in recent peace ethics. It is, however, evident that human rights claims are also a source of conflict. In democratic societies, the insistence on subjective rights leads to more and more polarizations. This development is echoed by philosophical and theological critics of the human rights idea who complain its alleged egoism. It is not convincing to respond with a corresponding concept of human duties and responsibilities. Instead, the author suggests to emphasize the fact that human rights claims ought to be embedded in an attitude of reciprocity, mutual respect, and readiness to engage in deliberative processes of balancing with the claims of others. Such an attitude can and should be fostered by human rights education.

Norbert Frieters-Reermann: Konfliktsensible Bildung. Ein Versuch Menschenrechts- und Friedenspädagogik zusammenzuführen

In the past decades, peace education and human rights education have, on the one hand, established themselves as independent practice-related fields of action and scientific fields of discourse and, on the other hand, have increasingly identified and recognized commonalities and overlaps. This article is intended as a contribution to the process of rapprochement and convergence between peace education and human rights education from the specific perspective of conflict- and violence-sensitive education.

Julia Eiperle und Markus Gloe: Friedens- und Menschenrechtsbildung – same same, but different!?

Our scientific paper revolves around the struggle of the United Nations to implement peace as a human right. We want to discuss the relationship between peace education and human rights education based on an interpretation of peace as a human right. In particular, we will address the following research questions: Is peace education an integral part of human rights education? Do we still need independent peace education in addition to human rights education? How can we determine the relationship between peace education and human rights education in general? We will show that the defined relationship between peace education and human rights education ultimately has different consequences for educational practice. This will be demonstrated on an example.

Wiebke Buth und Julia Hagen: Opening the Black Box – Wie Menschenrechtsbildung und Friedensbildung voneinander lernen können
Human Rights Education and Peace Education can offer each other valuable impulses to contribute to an understanding of the interdependence of human rights and peace. As concepts of education on cross-cutting issues, they involve a wide range of target groups in formal, non-formal, and informal education. They can contribute to the vision of the realization of a culture of human rights and peace. Topics that can be developed in cooperation are illustrated in six theses on the right to peace, human rights sensitive conflict analyses and on the role of human rights in concepts of peace.

Barbara Rohmann: Menschenrecht auf Bildung als Mittel für Frieden und Toleranz – das Erziehungswesen im Kosovo

Education contributes to the preservation of peace and creates tolerance. The immense impact that education has on peaceful coexistence in a society is often underestimated. In this context, the human right to education depends not only on the availability of and access to educational institutions, but also on its content and form. For example, curricula and textbooks may strengthen tensions and conflicts between people by passing on one-sided descriptions of history to students. Using Kosovo as an example, this paper discusses the extent to which education can manifest tensions between ethnic communities. The article concludes with general implications and requirements for the educational system in Kosovo in order to promote a peaceful coexistence between different cultural and ethnic communities.

Jonas Wolff: Shrinking Civic Spaces as a complex challenge to human rights and peace

The academic essay discusses the relationship between human rights and peace in the context of the controversy over the phenomenon of shrinking civic spaces, that is, the global trend of increasing restrictions on the capacity, autonomy and collective action of civil society actors. Analyzing the recent wave of civic space restrictions from a political science perspective on both human rights and peace, the contribution particularly points to the complex, and at times counterintuitive, relationship between civic space restrictions, human rights, and peace.

Rita Schäfer: Simbabwe – Menschenrechte unter Militärstiefeln. Machtmissbrauch und Straflosigkeit aus postkolonialer Gender-Sicht

This article on human rights and human rights violations shows problems which are caused by the continuation of politically motivated and militant violence after an official peace contract. The problems are severe when general amnesties for war crimes are part of peace processes, like in Zimbabwe. Thus, it is enlightening to analyse the linkages of peace and human rights in this post-colonial state from a gender perspective. Using an intersectional gender concept, militarized masculinities and binary gender-orders are critically discussed and related to race, class, ethnicity, age and religion.

Heike Winzenried: Das Recht auf Familie für unbegleitet geflüchtete Kinder und Jugendliche

In situations of war and flight, families are often separated involuntarily. Unaccompanied minors are a particularly vulnerable group among refugees whose rights are not sufficiently taken into account in Germany either. Although their legal status has improved overall, this does not apply to the right to family. There is a need for change in family reunification, both in national legislation and in administrative procedures, so that children and adolescents do not remain separated from their families for a long period of time or permanently, contrary to their wishes.